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ABSTRACT

The Denver (Colorado) Board of Education has taken a number of steps to avoid closing schools. Among these are refiguring school capacities; providing full-time space for programs that do not always function full-time; providing additional private space for related services (psychological, social work, and nursing); expanding instructional materials space; providing space in response to the mandates of Public Law 94-142; and providing programs for the neighborhood. Further attempts to handle the school closing problem were a communitywide examination in 1978-79 of the need for school closings and a recommendation that, for schools with a population of less than 50 percent of capacity, multiple-use occupancy be examined. The school district and the city of Denver have established a commission that attempts to take advantage of the opportunities for better, more efficient use of joint resources. Included are guidelines used in making decisions about surplus school space titled "Criteria for Alternate Use of Surplus Space," and "Criteria for the Disposition of Real Property." (MLF)

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CLOSE IT, SELL IT, OR LEASE IT: WHAT TO DO WITH THAT OLD SCHOOL

Katherine W. Schomp

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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I SUSPECT THAT THE REASON THIS SEEMS TO BE SUCH A POPULAR SUBJECT IS THAT YOU MAY HAVE CLOSED A NUMBER OF SCHOOLS ALREADY AND ARE FEELING UNCOMFORTABLE WITH THE RESULTS OF YOUR DECISIONS. SOME SCHOOL SYSTEMS, BECAUSE OF PECULIAR CIRCUMSTANCES APPLICABLE TO THEM, HAVE MOVED MUCH FASTER AND MORE DRASTICALLY IN THE CLOSING OF SCHOOLS THAN HAVE WE IN OUR DISTRICT.

WE HAVE CHOSEN TO MOVE VERY SLOWLY, AND AS WE COMTEMPLATE SOME OF THE PROJECTIONS FOR THE FUTURE OF DENVER, WE FIND OURSELVES INCREASINGLY CAUTIOUS. ILLUSTRATIVE OF A POOR DECISION MADE SOME SEVEN YEARS AGO WHEN OUR ENROLLMENT PATTERNS WERE JUST BEGINNING TO CHANGE IS EVANS SCHOOL, WHICH IS IN THE VERY HEART OF THE CITY. INCREASING CONVERSION OF PROPERTY IN THIS AREA FROM RESIDENTIAL TO COMMERCIAL CAUSED IT TO BE SOLD THROUGH A BIDDING PROCESS TO A GROUP WHICH STATED ITS INTENTION TO MAKE OFFICE SPACE OUT OF IT. SEVEN YEARS LATER THIS PROPERTY IN A PRIME LOCATION NEAR THE STATE CAPITOL AND THE CITY AND COUNTY BUILDINGS SITS UNUSED, SUBJECT TO VANDALISM--AN EYE SORE FOR WHICH THE CITIZENS BLAME THE SCHOOLS, ALTHOUGH WE NO LONGER OWN IT.

IN SOME INSTANCES WHERE WE HAVE FAILED TO DISPOSE OF BUILDINGS QUICKLY AND ATTEMPTING TO MOTHBALL THEM, WE HAVE WATCHED THEM BEING VANDALIZED, AND IN A COUPLE OF INSTANCES BURN.

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ON THE OTHER HAND, WE HAVE BEEN ABLE TO FIND USES FOR BUILDINGS, WHICH HELP NEIGHBORHOODS AND PROVIDE SPACE FOR CITY FUNCTIONS AT A REASONABLE PRICE. ONE OF THE EARLIEST OF THESE IS ALAMEDA SCHOOL, NOW USED BY THE COUNTY WELFARE DEPARTMENT AS A FOOD STAMP DISTRIBUTION CENTER. THIS ARRANGEMENT HAS ENABLED US TO RETAIN THE PROPERTY AT NO EXPENSE AND TO REALIZE SOME INCOME FOR THE DISTRICT.

IN 1974 THE SUPERINTENDENT OF SCHOOLS AND HIS STAFF, IN RESPONSE TO COURT-ORDERED INTEGRATION, SUGGESTED THE CLOSING OF EIGHT INNER CITY SCHOOLS, AND THE BUSING OF CHILDREN TO OUTLYING SCHOOLS. THE COURT REFUSED TO ALLOW THIS. SIX YEARS LATER ONLY TWO OF THOSE SCHOOLS HAVE BEEN CLOSED, AND THE POPULATION OF THE INNER CITY SCHOOLS, ONCE THE TARGET OF MOST SCHOOL CLOSING PROPOSALS, HAS REMAINED MUCH MORE STABLE THAN ANTICIPATED. MOST CERTAINLY, THERE STILL EXISTS IN THE INNER CITY A SCHOOL POPULATION WHICH NEEDS ITS OWN SCHOOLS.

(Visual)

THIS SLIDE SHOWS THE CONFIGURATION OF THE CITY. THERE IS EXPANSION IN THE OUTLYING AREAS TO THE EAST, SOUTHEAST, AND SOUTHWEST. THE SCHOOL DISTRICT HAS BUILT SIX NEW SCHOOLS SINCE 1972 IN THESE AREAS, AS WELL AS EIGHT NEW REPLACEMENT SCHOOLS (SOME OF THEM A CONSOLIDATION OF TWO SCHOOLS) IN THE OLDER AREAS OF THE CITY. THE SCHOOLS IN THE RING JUST INSIDE THIS OUTLYING AREA OF EXPANSION ARE THE SCHOOLS WITH THE BIGGEST DROP IN ENROLLMENT.

THESE SCHOOLS WERE BUILT WITH A VERY LARGE CAPACITY TO ACCOMMODATE THE THE BURGEONING POPULATION OF THE FIFTIES AND EARLY SIXTIES, AND THEY WERE FILLED BEYOND CAPACITY. AS NEW SCHOOLS WERE BUILT FARTHER OUT ON THE FRINGES, THESE SCHOOLS BEGAN TO LOSE STUDENTS WHO WERE TRANSFERRED TO NEW SCHOOLS NEARER THEIR HOMES BEFORE THE GENERAL DROP IN SCHOOL POPULATION OCCURRED. THUS, A WHOLE GROUP OF RELATIVELY NEW SCHOOLS BUILT IN THE LATE FIFTIES AND EARLY SIXTIES BEGAN TO EMPTY. DURING THE LAST THREE YEARS, WE HAVE DONE A NUMBER OF THINGS, SUCH AS:

- REFIGURE SCHOOL CAPACITIES. OUR CAPACITIES HAD BEEN FIGURED AT A TIME OF GROWING POPULATION AND WERE USUALLY FIGURED IN SUCH A WAY THAT A SCHOOL AT FULL OFFICIAL CAPACITY WOULD BE GROSSLY OVERPOPULATED. IN SOME INSTANCES THIS REDUCED THE ORIGINAL FIGURE BY ALMOST HALF.

- PROVIDE FULL-TIME SPACE FOR PROGRAMS WHICH DO NOT ALWAYS FUNCTION FULL TIME.

- PROVIDE ADDITIONAL PRIVATE SPACE FOR RELATED SERVICES (PSYCHOLOGICAL, SOCIAL WORKER, NURSE, ETC.)

- EXPAND INSTRUCTIONAL MATERIALS SPACE AND PROVIDE MUCH MORE USABLE AND EFFICIENT AREAS FOR THIS FUNCTION.

- VACATE WHOLE WINGS OF REGULAR PROGRAMS AND MOVE INTO THAT SPACE NEW PROGRAMS, SUCH AS THOSE IN RESPONSE TO THE MANDATES OF 94-142 AND STATE PROGRAMS FOR THE HANDICAPPED. THESE, AS A RULE, ARE PROGRAMS WHICH REQUIRE A GREAT DEAL OF SPACE PER CHILD IN COMPARISON TO REGULAR PROGRAMS.

- IN THE CASE OF SOME INNOVATIVE SCHOOLS, PROVIDE PROGRAMS FOR THE NEIGHBORHOOD--ADULT EDUCATION, MEETING SPACES, ETC.

DURING THE YEARS 1978-1979 WE CONDUCTED A COMMUNITYWIDE EXAMINATION OF THE NEED FOR SCHOOL CLOSINGS. A DESCRIPTION OF THE PROCESS WOULD BE LENGTHY FOR THIS DISCUSSION, BUT IT DID INVOLVE NUMEROUS PUBLIC HEARINGS, THE INPUT OF A COMMUNITY ADVISORY BODY, AND FINALLY, A COURT HEARING.

THE RESULT OF THIS WAS A DECISION BY THE BOARD OF EDUCATION TO CLOSE FOUR ELEMENTARY SCHOOLS. NO CLOSING OF HIGH SCHOOLS OR JUNIOR HIGH SCHOOLS WAS RECOMMENDED. THE FINAL SOLUTION DIRECTED STAFF TO SET IN MOTION IMMEDIATELY A DEMOGRAPHIC STUDY, COOPERATING WITH THE CITY, THE REGIONAL COUNCIL OF GOVERNMENTS, WORKING WITH PARENT GROUPS IN EACH SCHOOL TO CONVAS NEIGHBORHOODS, CALLING IN OUTSIDE CONSULTANTS, AND GOING TO BOTH PARENTS AND TEACHERS TO ENLIST THEIR AID IN ARRIVING AT NEW PATTERNS OF GRADE LEVEL ARRANGEMENTS AND SCHOOL GROUPINGS.

DURING OUR EARLIER HEARINGS WE HAD BECOME AWARE OF THE GREAT VALUE ATTACHED TO THE PRESENCE OF A SCHOOL IN A NEIGHBORHOOD, AND BECAUSE OF THIS, WE DID NOT CLOSE A NUMBER OF SCHOOLS IN AREAS STILL RESIDENTIAL IN CHARACTER BUT WITH AN AGING POPULATION, ONE LIKELY TO CHANGE IN CHARACTER IN THE NOT TOO DISTANT FUTURE.

WE FURTHER DIRECTED THAT AN EXAMINATION OF ALL SCHOOLS WHOSE POPULATION IS LESS THAN 50% OF CAPACITY BE MADE. IF IT WAS FOUND THAT THE SPACE WAS SUITABLE, AND IF IT WAS POSSIBLE TO CONSOLIDATE SCHOOL ACTIVITIES, WE RECOMMENDED THAT THE POSSIBILITY OF MULTIPLE-USE OCCUPANCY BE PURSUED, WHETHER IT BE FOR PUBLIC, QUASI-PUBLIC, OR PRIVATE ENTERPRISE.

THE SCHOOL DISTRICT AND THE CITY OF DENVER HAVE A FUNCTIONING BODY CALLED THE CITY-SCHOOLS COORDINATING COMMISSION, WHICH MEETS REGULARLY ONCE A MONTH IN AN EFFORT TO COORDINATE PROGRAMS AND FACILITIES OF THE TWO ENTITIES. THIS IS AN IMPERFECT BODY, AND IT IS FEELING ITS WAY TOWARD SOME SORT OF STRUCTURED METHOD OF SOLVING SOME OF THE PROBLEMS AND OF TAKING ADVANTAGE OF THE OPPORTUNITIES FOR BETTER, MORE EFFICIENT USE OUR JOINT RESOURCES.

THIS ORGANIZATION HAS ATTEMPTED TO IDENTIFY ALTERNATE USES FOR OUR SURPLUS SPACE. AS A RESULT OF SOME IF ITS WORK, WE HAVE PUT THREE LATCHKEY PROGRAMS INTO SURPLUS SCHOOL SPACE.

THESE ARE PROGRAMS RUN BY A UNITED FUND ORGANIZATION, AND THE SPACE IS LEASED TO THEM AT A RATE WHICH IS DETERMINED BY CALCULATING THE MINIMUM AMOUNT NECESSARY TO CLEAN, HEAT, AND MAINTAIN THEIR SPACE. WE HAVE AS WELL PUT INTO OPERATION A PROGRAM RUN JOINTLY BY THE DEPARTMENT OF HEALTH AND HOSPITALS AND THE SCHOOLS FOR EMOTIONALLY DISTURBED CHILDREN, USING SCHOOL SPACE AND SOME SCHOOL PERSONNEL, AS WELL AS CITY PERSONNEL.

THIS EXPLORATION OF POSSIBILITIES FOR LEASING IS BEING DONE VERY CAREFULLY, BUT IT GOING TO ENABLE SOME SCHOOLS TO STAY OPEN WHICH WOULD OTHERWISE BE CLOSED. THE OTHER CONSIDERATION NECESSARY IN THIS SORT OF APPROACH IS THAT WE DETERMINE WHAT IS THE SMALLEST OPTIMAL POPULATION FOR SERVICES AND PROGRAMS IN A MODERN ELEMENTARY SCHOOL. SOME OF THESE PROBLEMS ARE BEING CONSIDERED IN THE LONG-RANGE PLANNING EFFORT MENTIONED EARLIER. IF IT IS POSSIBLE TO FORM CLUSTERS OF ELEMENTARY SCHOOLS FOR THE PURPOSE OF PROVIDING FULL PROGRAMS, THIS COULD WELL BE OUR ANSWER.

DISPOSITION OF SCHOOL DISTRICT PROPERTY IS GOVERNED BY STATE LAW WHICH PROVIDES THAT:

> The Board of Education has the specific power to sell and convey District property which may not be needed within the forseeable future for any purpose authorized by law upon such terms and conditions as it may approve; and to lease any such property

pending sale thereof, under an agreement of lease, with or without an option to purchase the same. No finding that the property may not be needed within the foreseeable future shall be necessary if the property is sold and conveyed to a state agency or political subdivision of this state.

OUR BOARD OF EDUCATION HAS ATTEMPTED TO ADOPT "CRITERIA FOR ALTERNATE USE OF SURPLUS SPACE" AND "CRITERIA FOR THE DISPOSITION OF REAL PROPERTY." THERE HAS BEEN A RELUCTANCE TO MAKE THESE A PART OF FORMAL BOARD POLICY. THEY ARE, HOWEVER, BEING USED AS GUIDELINES. SOME OF THE MORE SALIENT POINTS IN THESE ARE:

. THE INSISTENCE ON AN M.A.I. APPRAISAL BEFORE ANY SALE OF PROPERTY;

. THE SUBMISSION TO STATE AND CITY AGENCIES BEFORE OPENING SALE TO OTHER ENTITIES;

. AND THE AGREEMENT THAT NO FACILITY WILL BE OFFERED FOR SALE TO PURCHASERS WHOSE OPERATIONAL OBJECTIVES ARE CONTRARY TO THOSE OF THE DENVER PUBLIC SCHOOLS.

IN THE CASE OF LEASING OF SPACE, THE FIRST CRITERIA LISTED IS THAT ASSIGNMENT OF SPACE SHALL BE LIMITED TO THOSE NON-DENVER PUBLIC SCHOOL PROGRAMS WHICH MAKE IDENTIFIABLE CONTRIBUTIONS TO THE WELL-BEING OF THE COMMUNITY. I HAVE BROUGHT ALONG SOME EXTRA COPIES OF THESE CRITERIA. THEY ARE AMBIGUOUS IN SOME INSTANCES, AND ARE SUBJECT TO A GREAT DEAL OF INTERPRETATION.

IN CASES WHERE THE SCHOOL BOARD HAS DETERMINED THAT PROPERTY IS SURPLUS TO THE DISTRICT--AND THIS HAS USUALLY OCCURED IN INSTANCES WHERE TWO ELEMENTARY SCHOOLS HAVE BEEN CONSOLIDATED AND A NEW FACILITY BUILT, OR WHERE INDUSTRIALIZATION HAS BEEN SO FAR ADVANCED THAT THERE TRULY IS NO SCHOOL AGE POPULATION WHICH CANNOT BE ACCOMMODATED IN A NEARBY SCHOOL--AND NO USE HAS BEEN FOUND FOR IT WITHIN THE DISTRICT OR THE CITY AND COUNTY, PROPERTY HAS BEEN PUT OUT FOR BID. SO FAR IN ONLY ONE INSTANCE HAS IT BEEN PUT TO COMMERCIAL USE--AND THAT HAS BEEN APPROVED BY THE NEIGHBORHOOD.

OF THE FOUR SCHOOLS CLOSED LAST JUNE, ONE HAS BEEN SOLD TO THE CITY FOR A SENIOR CENTER; ONE IS UNDER CONSIDERATION FOR A NEIGHBORHOOD CENTER USING BOTH CITY AND FEDERAL FUNDS; ONE HAS BEEN SOLD TO A SENIOR CITIZENS GROUP WHICH WILL MAKE USE OF IT FOR A NUMBER OF SOCIAL PROGRAMS AND FOR A CLINIC (THIS PROPERTY WAS SOLD FOR A SOMEWHAT SMALLER AMOUNT THAN THE APPRAISED VALUE BECAUSE THE ADVANTAGE FOR THE SURROUNDING POPULATION JUSTIFIED SUCH A PROCEDURE); AND ONE HAS BEEN PUT TO USE BY THE DISTRICT FOR AN ALTERNATIVE HIGH SCHOOL PROGRAM. ONE SCHOOL, VACATED BECAUSE OF CONSOLIDATION OF TWO SCHOOLS FOR A NEW SCHOOL, IS CURRENTLY FOR SALE BECAUSE NO ALTERNATIVE PUBLIC USE ACCEPTABLE TO THE NEIGHBORHOOD HAS BEEN FOUND.

A GROWING CONSENSUS OF THE BOARD OF EDUCATION SEEMS TO BE THAT, IN ALL BUT THE MOST EXTREME CASES, IT IS WISE TO HOLD SURPLUS PROPERTY,

LEASING IT FOR A SUFFICIENT AMOUNT TO COVER EXPENSES, AND TO WEIGH THE DIFFERENCE IN THE AMOUNT RECOVERABLE BY INVESTMENT SHOULD THE PROPERTY BE SOLD, AND THE REVENUE FROM LEASING SHOULD THE PROPERTY BE RETAINED.

ONE OF THE PROBLEMS THE DISTRICT ENCOUNTERS, AS IT MAKES ITS DECISIONS, IS THE PREVAILING OPINION OF THE CITIZENS THAT THE SCHOOL DISTRICT REALLY DOES NOT NEED TO SELL ITS PROPERTY FOR A FAIR PRICE. THIS HAS BEEN A SOURCE OF MUCH DISCUSSION BETWEEN THE CITY AND THE SCHOOLS. CERTAINLY, IT WOULD SEEM LOGICAL THAT ONE ARM OF GOVERNMENT SHOULD NOT HAVE TO PAY ANOTHER ARM OF GOVERNMENT FOR SOMETHING WHICH BELONGS TO ALL THE TAXPAYERS. THE UNFORTUNATE FACT IS THAT TAX MONEY, IN OUR CASE, COMES FROM SEPARATE MILL LEVIES, AND IF WE TURN SOMETHING OVER TO THE CITY FOR A NOMINAL SUM, THERE HAS NOT AS YET BEEN WORKED OUT A FAIR WAY TO TRANSFER RESOURCES OF SIMILAR VALUE FROM ONE ENTITY--THE CITY--TO ANOTHER WITHOUT SOME SORT OF SALE PROCEDURE.

IT IS OUR HOPE THAT A STRONG CITY-SCHOOLS COMMISSION CAN MAKE THIS POSSIBLE. AT THIS TIME WE DO OWN SOME SURPLUS FEDERAL PROPERTY JOINTLY, AND WE HAVE A NUMBER OF JOINTLY-MAINTAINED PARKS AND RECREATIONAL AREAS AND ARE PLANNING MORE.

AS A FINAL OBSERVATION, IT SEEMS TO ME THAT WE HAVE AHEAD OF US OPPORTUNITIES FOR SOME TRULY CREATIVE USES OF SCHOOL FACILITIES. I HAVE NOT EVEN MENTIONED DAY-CARE CENTERS.

FAR FROM BEING A DISADVANTAGE, OUR CITY'S DROP IN SCHOOL POPULATION IS PROVING TO BE AN OPPORTUNITY FOR NEW KINDS OF PROGRAMS, DIFFERENT UTILIZATION OF SPACE, A MUCH MORE HUMAN APPROACH TO EDUCATION, AND THE POTENTIALITY OF BRINGING ALL KINDS OF CITIZENS BACK INTO OUR SCHOOLS. BUT THEN, IF I WERE NOT AN OPTIMIST, I WOULD NOT BE A MEMBER OF A BOARD OF EDUCATION.

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DENVER PUBLIC SCHOOLS
Division of School and Business Services
Department of Facility Services

CRITERIA FOR THE DISPOSITION OF REAL PROPERTY

I. In the disposition of School District property, it is necessary for the District to follow the guidelines set forth by Article 32, Section 22-32-110e of Colorado School Law.

II. Article 32, Section 22-32-110e of Colorado School Law provides that the Board of Education has the specific power to sell and convey District property which may not be needed within the foreseeable future for any purpose authorized by law upon such terms and conditions as it may approve; and to lease any such property pending sale thereof, under an agreement of lease, with or without option to purchase the same. No finding that the property may not be needed within the foreseeable future shall be necessary if the property is sold and conveyed to a state agency or political subdivision of this state.

III. Guidelines

A. As a result of staff recommendation, the Board of Education shall determine and declare that an identified component of real property is not needed within the foreseeable future for any purpose authorized by law and thus surplus. This property shall then be offered for sale and disposed of according to the competitive-bid process. (Reference Article 32, Section 22-32-110e, page 297, Colorado School Law 1978)

B. No declaration of property as surplus is necessary in the case of sale, at the appraised value, and conveyance of real property to state agencies or political subdivisions of the state.

C. Appraisals by an independent M.A.I. (Member American Institute of Real Estate Appraisers) appraiser will be made of all real property identified for disposal. These appraisals shall be used as a guide in consideration of all offers or bids.

D. After staff review and recommendations to the Board of Education the Board will make final decisions on real property disposition matters as processed through the Department of Facility Services. Only offers from agencies and groups whose operational objectives are consistent with those of the Denver Public Schools will be considered.

IV. Procedures

A. State agencies or political subdivisions of the state

1. After staff studies and recommendations, the Board of Education will determine its intent to dispose of real property.

2. After advertisement or notification, acquisition proposals are received from interested agencies by the Department of Facility Services.

3. Proposals from organizations funded by or related to government agencies will be considered on the basis of the appraised value of the property.

4. Proposals are reviewed by the staff and recommendations are made to the Board of Education for consideration.

5. The Board of Education makes final determination on the sale of real property at a regular or special legislative meeting.

B. Disposition under the Competitive-Bid Process

1. After staff studies and recommendations, the Board of Education determines and declares real property surplus by a majority vote at a regular or special legislative meeting.

2. The Board of Education may receive community discussion on the proposed sale of real property at a regualr monthly Board hearing.

3. The surplus real property is offered for sale through the competitive-bid process.

4. The subject real property will be advertised in daily and weekly newspapers for a period deemed sufficient to inform prospective bidders adequately.

5. All bids must be submitted on a proposal form furnished by the District and accompanied by certified funds or a Bid Bond in the amount of five percent (5%) of the total purchase price. These funds will be returned to the unsuccessful bidders within thirty (30) days.

6. Bids will be received by the Secretary of the School District until 2:00 p.m. on the day of the bid opening. Bids received after said closing time will be returned unopened.

7. Any bidder will be given permission to withdraw a bid if written request is received by the Secretary of the School District prior to the opening of the bids.

8. Immediately after said closing time, the bids will be opened by the Secretary of the School District and read aloud publicly.

9. All opened bids will then be reviewed by the School District attorney, for form and legality, prior to tabulation and presentation to the Board of Education.

10. The Board of Education will make final determination on the sale of real property at its regular legislative meeting, which is usually the third Thursday of each month, or at a special meeting called for that purpose.

11. The Board reserves the right to reject any or all bids, to waive irregularities, and to accept any bid deemed desirable.

12. No facility will be offered for sale to purchasers whose operational objectives are contrary to those of the Denver Public Schools.

Denver Public Schools
Division of School and Business Services
Department of Facility Services

CRITERIA FOR ALTERNATE USE OF SURPLUS SPACE

In the past a number of organizations and groups have approached the Denver Public Schools with the request to use space in school facilities to accomodate their organizational activities. As surplus space in school facilities becomes more available, it is anticipated that more groups or organizations will ask to be accommodated.

The following criteria have been developed in an effort to be fair, consistent and judicious in the assignment of space for non-Denver Public Schools programs.

1. Purpose of the Program
   Assignment of space shall be limited to those non-Denver Public Schools programs which make identifiable contributions to the well being of the community.

2. Program Responsibility
   The program shall have a defined, recognized status with established sources of funding and support.

3. Legal Position
   All measures necessary to protect the District as a result of space assignment will be taken prior to implementation.

4. Space Requirements of the Program
   Specific requirements such as but not limited to number of rooms, types of rooms, location, accessibility, relation to other functions shall be specifically defined by the Denver Public Schools and prospective user.

5. Availability of Space
   Space shall be assigned on an availability basis after all regular instructional space requirements have been met.

Denver Public Schools
Criteria for Alternate Use of Surplus Space

6. Cost of Assigned Space
User shall be held responsible for any and all costs attributable to their use of space. This will include but not be limited to utilities, phones, custodial and maintenance costs as established for proposed assigned space.

7. Duration of Assignment
Specific indication of the length of assignment with provisions for periodic review of space needs of the District shall be made before the assignment is finalized.

8. Approval Process
Space assignment shall be made on the basis of Denver Public Schools staff recommendation and Board of Education approval.

Katherine W. Schomp
NSBA April 1980